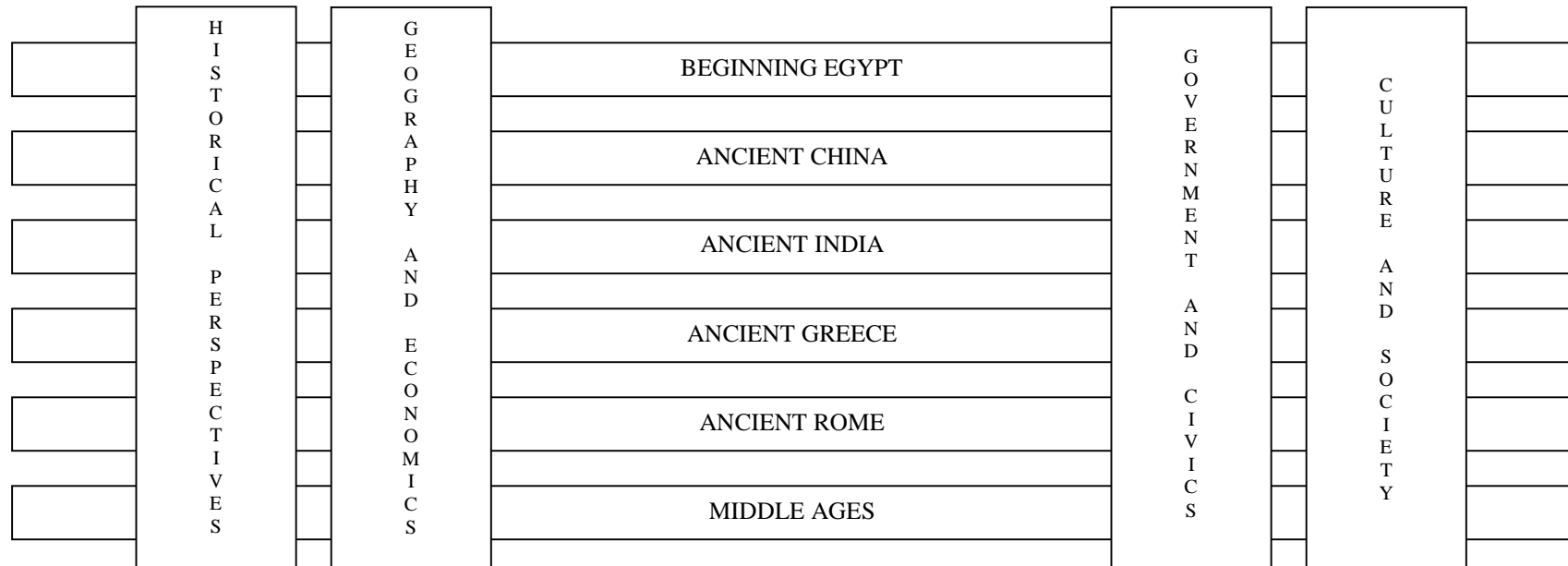


Middle School Social Studies Curriculum Early World History – Grade 7

Description

Seventh grade social studies will focus on world history from early civilizations prior to 1500 A.D. With a strong focus on historical perspective, students will understand the importance of geography on where civilizations began and how they grew. Students will explore the emergence of different cultures and societies and how government systems and economic systems evolved.



Course Questions

Our primary goal of this course is to help students discover the tools, processes, methods, and techniques to think historically. To achieve this, the following course-long questions were designed to be considered through all units of study.

- Why is it important to study the history of ancient civilizations?
- How were cultural elements and social institutions reflected in early world civilizations?
- What role did geography play in the development of early world civilizations?
- What is the influence of government and economics on the rise and fall of ancient civilizations?

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<p>1. Why is it important to study the history of Ancient Egypt?</p> <p>1. What role did geography play in the development of the Ancient Egyptian civilization?</p> <p>1. How are cultural elements and social institutions reflected in Ancient Egyptian civilization?</p> <p>1. What is the influence of government and economics on the rise and fall of Ancient Egypt?</p>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> • Use tools to investigate historical events. • Chronological understanding • Cause and effect relationships • Impact of significant individuals • Analyze social, political, and economic characteristics. • Understanding the concept of scarcity and strategies used by individuals, societies, and governments to address. • Examine the essential roles of government <p><i>Core Content:</i></p> <ul style="list-style-type: none"> • Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives. • All cultures develop institutions, customs, beliefs and holidays reflecting their unique histories, situations, and perspectives. • As early hunters and gathers developed new technologies, they settled into organized civilizations. • The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature. 	<ul style="list-style-type: none"> • Hunters and Gatherers • Development of agriculture • Domestication • Surplus • Trade • Religion and afterlife • Gods and goddesses • Daily life • Nile River • Natural Resources • Art and architecture • Pyramids • Timeline • Maps • Hieroglyphics • Hammurabi's Code • Rosetta Stone • Famous Pharaohs • Famous leaders • Mummification • Neighboring civilizations 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Through map study and analysis determine the importance of geography in the study of ancient Egyptian civilization. • Create a "Top Ten List" that examines reasons to study history, and illustrate it with a poster that will be displayed in the classroom for other students to see. • Create bulletin boards, collages, or multimedia presentations that illustrates daily life in Ancient Egypt. • Read <i>Egypt Game</i>, <i>King Tut's Game Board</i> (or other related novels or plays) to analyze the historical impact of Ancient Egypt. • Determine if goods and services produced by civilizations were consumed by members of the group or traded with neighbors by creating models of goods produced and sold at bazaars or shops representative of early civilizations. • Analyze how early civilizations managed conflict among their citizens by reviewing visual and written information about Hammurabi's Code and focus on the ways in which criminals were punished. They will share findings with wanted posters, indicating the actions that would be taken against those who break the law. • Participate in mini-dramas in which social interactions (e.g., conflict, cooperation, competition) among groups in Ancient Egypt are presented by assuming the role of news reporters and presenting a discussion on the interaction in both positive and negative terms. • Analyze a particular event in Ancient Egyptian history by using primary sources to select and research events. They will write articles interpreting historical events that may be used as a portfolio piece. • Make a model of the Step-Pyramid of Zoser (ca. 2700 B.C.) to gain a greater understanding of the evolution of Ancient Egyptian pyramids. • Construct a crossword puzzle using at least twenty names, terms, and pieces of information about ancient Egyptian

Course/Grade: **Middle School Early
World History**

Unit: **Beginnings of Civilization
and Ancient Egypt**

Suggested Length: **6 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
			<p>culture.</p> <ul style="list-style-type: none">• Demonstrate knowledge and understanding of the system of hieroglyphics by using the picture, rebus, and syllabic structure of hieroglyphics to create their own writing system. They will use this system to write a letter to a friend.

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<p>1. Why is it important to study the history of Ancient China?</p> <p>1. What role did geography play in the development of the Ancient Chinese civilization?</p> <p>1. How are cultural elements and social institutions reflected in Ancient Chinese civilization?</p> <p>1. What is the influence of government and economics on the rise and fall of Ancient China?</p>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> • Use tools to investigate historical events. • Chronological understanding • Cause and effect relationships • Impact of significant individuals • Analyze social, political, and economic characteristics. • Understanding the concept of scarcity and strategies used by individuals, societies, and governments to address. • Examine the essential roles of government. <p><i>Core Content:</i></p> <ul style="list-style-type: none"> • Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives. • All cultures develop institutions, customs, beliefs and holidays reflecting their unique histories, situations, and perspectives. • The rise of non-western cultures continues to influence the modern world in government, philosophy, art, drama, and literature. • The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature. 	<ul style="list-style-type: none"> • Major geographic features • Elements of civilization • Dynasties • Accomplishments • Connection between ancient and modern • Folktales • Great Wall • Government • Confucius • Laozi • Buddha • Calligraphy • Marco Polo • Silk Road • Jade • Qin Shihuangdi • Censorship • Legalism • Moists • Daoists • Daily life on the farms and in the cities • Yin Yang • Ancestor Worship 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify and label sixteen major physiographic features of China by working in pairs and utilizing atlases to analyze slides and picture cards of such. • View a presentation by an informed expert on the customs and traditions of Ancient China. • Write a letter from a worker on the Great Wall of China incorporating the nature of the work and conditions under which they are living, and then share the letters in class. • Assume the role of Emperor Qin Shihuangdi and argue that the wall was worth the sacrifice because the future of the country depended on it. • Explain the relative merits of aristocracy, meritocracy, and nepotism as systems of administering government by assuming the role of the Emperor, Emperor's Chancellors, the wealthy, the Emperor's relatives, and scholars living in China's provinces. • Attribute nine statements to the appropriate historical figure – Confucius, Laozi, or the Buddha – by viewing slides of the quotes, discussing each and attributing it to the correct historical figures. • Compare and contrast the major features of the Sui, Tang, Song, Yuan, and Ming dynasties by viewing slides and responding to critical thinking questions about each slide and organizing notes on each. • Practice writing Chinese characters and explore the pictographic roots of the Chinese written language. • Use historical images and descriptive paragraphs, draw symbols for each accomplishment – including gunpowder, movable type, and porcelain – on a scroll-like handout. • Assume the role of a fifteenth century trader to write an editorial to a Venetian newspaper describing life in Imperial China to prove that Marco Polo's descriptions were true. • Create a wall mural depicting the lifestyle and contributions made by Yangshao, Lungshan, Xia, Shang, and Zhou including a timeline along the base of the mural.

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
			<ul style="list-style-type: none">• Write a short story describing a day in the life of a Zhou citizen. They will write the story about one or more of the following: peasant, noble, craft worker, engineer, tax collector, soldier, or wandering scholar.• Create posters including Confucius' quotes in a decorative script or print style.• Work in pairs to assume the role of either Confucius, a Moist, Daoist, or Legalist and write an advice column dealing with either a contemporary or historical problem.• Write a paragraph of "Advice from Confucius": pretending to be Confucius and give advice on a problem they or their friends have. The advice should be based on what they know about Confucius' idea, quoting a saying of Confucius.• Choose to be merchants, caravan leaders, or adventurers and work in separate groups to produce television commercials that promote the Silk Road from their respective points of view. Writings should include information about the geography of the Silk Road as they try to attract viewers to join them on their upcoming journeys.• Analyze present day events in the world or the nation applying the Zhou explanation of life as a blending of two opposing forces – Yin and Yang• Analyze ancestor worship and respect for the past comparing these values to present day attitudes in America toward elderly people and toward the past

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
1. Why is it important to study the history of Ancient India? 1. What role did geography play in the development of the Ancient Indian civilization? 1. How are cultural elements and social institutions reflected in Ancient Indian civilization? 1. What is the influence of government and economics on the rise and fall of Ancient India?	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> • Use tools to investigate historical events. • Chronological understanding • Cause and effect relationships • Impact of significant individuals • Analyze social, political, and economic characteristics. • Understanding the concept of scarcity and strategies used by individuals, societies, and governments to address. • Examine the essential roles of government. <p><i>Core Content:</i></p> <ul style="list-style-type: none"> • Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives. • All cultures develop institutions, customs, beliefs and holidays reflecting their unique histories, situations, and perspectives. • The rise of non-western cultures continues to influence the modern world in government, philosophy, art, drama, and literature. • The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature. 	<ul style="list-style-type: none"> • Subcontinent • Geographic Features (Monsoons, Rivers, etc.) • Himalayas • Mohenjo-Daro • Harappa • Qualities that made the Indus Valley good for civilization • Trade • Accomplishments • Evidence of the ancient civilization found in Modern India. • Migration of Indo-Europeans • Caste System • Oral history traditions • Vedas • Daily life • Religion • Arts and architecture • Buddhism • Hinduism • Reincarnation • Gupta Empire 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Analyze visual images of India's geographic features and determine cause / effect relationship between geographic features and the Indus Valley civilization. • Categorize elements indicating that Harappa and Mohenjo Daro were city cultures. • Create an illustrated timeline tracing the development of India's history and highlight occurrences to indicate factors of economic activity. • Participate in a role-playing simulation of the caste system and respond to an open response question related to this issue. • Examine cultural aspects of India's civilization. • Retell one of the Jataka tales and identify the moral of the story. • Identify symbols they are familiar with and examine why symbols are developed and become a part of culture. • Study how ancient Indians dealt with the availability of food. They will create menus and recipes of available foods from that culture. They will write reflective pieces exploring how they would deal with food shortages. • Analyze events of Indian history utilizing primary sources and create a poster, collage, or other multimedia presentation evaluating it's impact on early world history • Generate images of Indian achievements including those in arts and sciences. • Organize information and chart the differences and similarities of Hinduism and Buddhism. • Examine an excerpt from Mauryan King Ashoka's edicts and create a billboard representing the edict and learn how Ashoka's leadership promoted unity in India. • Assume the role of a traveler in India during the Gupta Empire to write a journal commemorating the cultural achievements – such as universities – of this period of political unification. • Create and participate in interactive dramatizations about

Course/Grade: **Middle School Early World History**

Unit: **Ancient India**

Suggested Length: **6 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
			<p>Hindu tradition to learn how these ancient traditions affect daily life in modern India.</p> <ul style="list-style-type: none">• Learn hastas – hand gestures that are used to tell stories in classical Indian dance – to create and perform simple dances depicting concepts such as family, friendship, and sadness.• Create symbols representing Hindu beliefs – Brahman, multiple gods, dharma, Karma, and somsara and create symbols representing each belief.• Dramatically read scenes from an adaptation of the Ramayana and create an illustrated poem that summarizes the events and Hindu beliefs portraying in the epic.• Examine slides depicting key events in the life of the Buddha and relate to his basic teachings.

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> Why is it important to study the history of Ancient Greece? What role did geography play in the development of the Ancient Greek civilization? How are cultural elements and social institutions reflected in Ancient Greek civilization? What is the influence of government and economics on the rise and fall of Ancient Greece? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Use tools to investigate historical events. Chronological understanding Cause and effect relationships Impact of significant individuals Analyze social, political, and economic characteristics. Understanding the concept of scarcity and strategies used by individuals, societies, and governments to address. Examine the essential roles of government. <p><i>Core Content:</i></p> <ul style="list-style-type: none"> Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives. All cultures develop institutions, customs, beliefs and holidays reflecting their unique histories, situations, and perspectives. The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature. 	<ul style="list-style-type: none"> Maps and timelines Democracy / government Olympics Architecture Art Mythology / literature Poetry Music Philosophy Mathematics Trade / economy Educations City-states (Athens and Sparta) Gifts to civilization Daily Life 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Complete a map study and analysis to determine the importance of geography in the study of Ancient Greek civilization. Write, create props, and perform a play based on a myth they have studied. Present a first person presentation of a famous person (real or mythological) based on independent research. Compare and contrast life in Athens and Sparta in terms of government, education, military, and trade using charts, posters, or multimedia presentations. Construct a six-inch timeline to show the development of Ancient Greece to present time with one-inch equaling one thousand years. Make a poster creating their own gods or goddesses, noting the unique characteristics of that god or goddess. They will also write a myth about the god or goddess that they create. This could be used as a portfolio piece. Develop a list of rights and responsibilities of citizens today as those compared to Ancient Greece. Collect examples of Doric, Ionic, or Corinthian columns using a website which shows pictures of various city, state, and federal buildings Compare the ancient and modern Olympics via a chart, writing piece, or play for class presentation. Read various interpretations of Greek mythology, comparing the opinions and points of view of the differing accounts. Work in groups to discuss the need for government and governments' roles. They will study the Greek civilization to determine the origin of democratic ideals and their impact on the lives of people. Write a Greek constitution taking into account conditions at the time. Reflect democratic principles in the constitution. This may be used as a portfolio piece. Research to discover the various ways the Ancient Greeks contributed to the arts (eg. Literature, art, sculpture, music, drama, etc.).

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> Why is it important to study the history of Ancient Rome? What role did geography play in the development of the Ancient Roman civilization? How are cultural elements and social institutions reflected in Ancient Roman civilization? What is the influence of government and economics on the rise and fall of Ancient Rome? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Use tools to investigate historical events. Chronological understanding Cause and effect relationships Impact of significant individuals Analyze social, political, and economic characteristics. Understanding the concept of scarcity and strategies used by individuals, societies, and governments to address. Examine the essential roles of government. <p><i>Core Content:</i></p> <ul style="list-style-type: none"> Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives. All cultures develop institutions, customs, beliefs and holidays reflecting their unique histories, situations, and perspectives. The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature. 	<ul style="list-style-type: none"> Maps and timelines Legend of Romulus and Remus Roman Republic / government Roman Empire Daily life Architecture Language (Latin) Famous rulers Entertainment Gifts of Rome Weaponry / Military Pompeii Religion Roads 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Create a map and timeline of various stages of the development of the Roman Empire. Create a chart or poster that compares the Roman Republic to that of the United States. Develop a list of Latin prefixes, suffixes, and roots. They will give the meaning of each and an English word that contains one of each. Create a chart which compares Greek and Roman gods and goddesses. Make a diorama to show a section of the ruins of Pompeii after the eruption of Mount Vesuvius. Use computer graphics to draw a diagram of an arch, aqueduct, and a dome. Make a model of one significant ancient Roman construction such as the Forum, Colosseum, Circus Maximus, Pantheon, or Aqueduct. Develop up to ten clues about famous Ancient Roman figures to use in a “Who am I game?” Respond to the following prompt, “How did the eruption of Mount Vesuvius ‘destroy yet preserve’ Pompeii?” Discover the reasons for the fall of the Roman Empire through reading, class discussion, and research. Compare / contrast various elements and characteristics of Rome at the height of its civilization as well as at its decline to our present day. Via a portfolio writing piece research to learn the underlying manipulations of the poor wherein the Roman government provided “free bread and entertainment.”

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
1. Why is it important to study the history of the Middle Ages? 1. What role did geography play in the development of the Middle Ages? 1. How are cultural elements and social institutions reflected in the Middle Ages? 1. What is the influence of government and economics on the Middle Ages?	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> • Use tools to investigate historical events. • Chronological understanding • Cause and effect relationships • Impact of significant individuals • Analyze social, political, and economic characteristics. • Understanding the concept of scarcity and strategies used by individuals, societies, and governments to address. • Examine the essential roles of government. <p><i>Core Content:</i></p> <ul style="list-style-type: none"> • Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives. • All cultures develop institutions, customs, beliefs and holidays reflecting their unique histories, situations, and perspectives. • Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) influenced modern societies. 	<ul style="list-style-type: none"> • Maps and timelines • Dark Ages • Architecture such as cathedrals and castles • Daily Life • The church • Trade • The Crusades • Feudalism: the roles of the lord, vassals, knights, and serfs • Modern beginnings • Renaissance 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Complete a map study and analysis to determine the importance of geography in the study of the Middle Ages. • View videos such as <i>Castle and Cathedral</i> by David MacCaulay • Study art and architecture, tour cathedrals in the area to identify examples of Gothic architecture • Create a comparison chart compare / contrast city life versus life in a Manor. • Create skits in which they role play various levels of feudal society: lord, vassal, serf, or knight • Role-play a day of silence in which they pretend to be in a convent or monastery where sound is not allowed. Follow up activity: write how they felt about that day. This may be used as a writing portfolio piece. • Make shields which are divided into quadrants displaying symbols which represent personal characteristics • Divide into groups of four or five and create a large scale drawing of a castle or cathedral • Create a replica of stained glass windows depicting some significant event in their lives. • Utilize people in the community as a resource of information / guest speaker of topics related to the Middle Ages, such as stained glass, architecture, religion, etc. • Become familiar with vocabulary unique to the Medieval period in Western Europe. • Write calligraphy invitations to one another on parchment like paper to attend a Medieval feast, using Middle Ages verbiage • Research authentic foods, eating customs, and entertainment of the day prepare and engage in a Medieval feast. • Research the significance of the Black Plague in Medieval Europe. • Recognize the time progression and events of the Middle Ages understand the Renaissance and the beginning of the

Course/Grade: **Middle School Early World History**

Unit: **Middle Ages**

Suggested Length: **6 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
			<p>Modern World.</p> <ul style="list-style-type: none">• Understand the term “Renaissance Man” as exemplified by the multi-dimensional works and achievement of Leonardo da Vinci and Michelangelo.